



PRIME MODULE

Introduction

The PRIME (Professionalism, Research, Identity formation, Management and leadership, and Ethics) curriculum, devised by the Institute of Health Professions Education & Research at Khyber Medical University, is a forward-thinking approach aimed at nurturing future doctors with a profound sense of societal care and empathy. This comprehensive module spans all four years of BDS training, encompassing disciplines such as behavioral sciences, medical education, research, management, leadership, and ethics. Furthermore, it incorporates essential subjects like Islamic studies and Pakistan studies, intended to foster a strong sense of Muslim and Pakistani identity, laying a foundational groundwork before professional identity formation within medicine.

The provided document outlines the module's topics, learning objectives, their sequential placement over the course of 1st year BDS, hours allocation, and assessment strategies. The initial segment of the module study guide elucidates general learning outcomes, while the subsequent portion delves into detailed learning objectives and a comprehensive table of specifications.

In addition to emphasizing professional competency, the PRIME curriculum underscores the significance of broader societal awareness, cultural identity, and ethical grounding in medical practice. This holistic approach aims to produce well-rounded medical professionals capable of navigating the complexities of healthcare with integrity and compassion.

General Learning Objectives

By the end of 1st year BDS, the students should be able to.

1. Describe the Bio-Psycho-Social model of healthcare.
2. Correlate health with Behavioral sciences.
3. Recognize the importance of behavioral sciences in healthcare.
4. Define and describe attitudes in healthcare professionals.
5. Identify factors affecting attitudes.
6. Define attention, concentration, and personality.
7. Explore factors influencing attention, concentration, and personality development.
8. Define motivation and its types.
9. Explain stress and its management strategies.
10. Recognize the relationship between stress, stressors, and illness.
11. Describe coping skills and psychological defense mechanisms.
12. Define professionalism and its attributes.
13. Discuss dynamics of professionalism and trust in healthcare settings.
14. Explain emotional and social intelligence.
15. Display appropriate emotional and social intelligence in various contexts.

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16. Prepare personal development plans and reflective portfolios.
17. Discuss the concept of professional identity formation and its components.
18. Display cultural sensitivity and awareness of individual differences.
19. Demonstrate effective verbal and non-verbal communication skills.
20. Demonstrate the principles of equality, equity, and confidentiality in communication.
21. Differentiate between leadership and management.
22. Discuss various attributes and styles of leadership.
23. Explain ethical principles and their application in healthcare.

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Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
Behavioral Sciences						
Model of healthcare	Bio-Psycho-Social model of health care Health and behavioral sciences	1. Describe Bio-Psycho-Social model of health care 2. Correlate health with Behavioral sciences. 3. Describe Important of behavioral sciences in health.	Lecture/ SGD	Foundation	1	MCQs / OSPE
Affective domain	Attitude	4. Describe Attitudes in health professionals	Lecture/ SGD	Blood	1	MCQs / OSPE
	Attention and concentration	5. Describe factors affecting it. 6. Define attention and concentration.	Lecture/ SGD			
	Personality	8. Define personality. 9. Describe factor affecting personality development.	Lecture/ SGD	Craniofacial	1	MCQs / OSPE
	Motivation	10. Define motivation and describe the types of motivation.	Lecture/ SGD			

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Stress	Stress and its management	11. Define and classify stress and stressors. Describe relationship of stress and stressor with illness. 12. Describe the concept of life events and their relationship with stress and illness.	Lecture/ SGD	Cervico-facial	1	MCQs / OSPE
	Coping skills and Defense mechanism	13. Describe the concepts of adjustment and maladjustment? 14. Explain coping skills and describe the psychological defense mechanisms.	Lecture/SGD	Cervico-facial	1	MCQs / OSPE
Professionalism						
Introduction and Dynamics to Professionalism	Definition of a professionalism, behavior's, attitudes, emotions, and their attributes.	15. Define Professionalism, and its attributes	Lectures/ SGD / Role Play	Foundation	2	MCQs / OSPE
Attributes of professionalism	Differences between empathy and sympathy	16. Discriminate between empathy and sympathy				
Dynamics of Professionalism	Trust definition, its attributes, and components, and its' application	17. Explain Dynamics of trust in health professional-patient relationship				

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Professional identity formation (PIF)	White coat ceremony, Types, multiple identities, Components, Professional identity formation	18. Students' roles in terms of professional identity	White coat ceremony	Foundation	2	MCQs/ OSPE
Attributes	Accept errors and mistakes in responsible manner	19. Accept errors and mistakes in responsible manner	Lecture	Blood	1	MCQs/ OSPE
PIF	Identifies his own strengths and weaknesses	20. Identifies his own strengths and weaknesses	Lecture/ SGD /Role Play	Blood	1	MCQs/ OSPE Portfolio
Emotional intelligence	Emotional and social intelligence in given contexts	21. Describe & display appropriate emotional and social intelligence.	Lecture/ SGD /Role Play	Cranio-facial	1	MCQs/ OSPE
Personal Development Plan (PDP)	Personal development plan & reflective portfolios	22. Prepare personal development plan & reflective portfolios.	Lecture/ SGD	Cervico-facial	2	Assignment
Social accountability	Describe social accountability	23. Definition, types, components, theoretical background.	Lecture/ SGD	GIT & UGS	1	MCQ

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Communication Skills

Cultural sensitivity	Concepts of Equality and Equity, Cultural sensitivities.	24. Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity.	Lecture equity, equality/Role play,	Blood	2	MCQs/ OSPE
Teamwork	Dynamics of Teamwork	25. Display teamwork in group activities for creativity and problem solving.	Role play/SGD	Blood		
Communicating with	Share with administration on matters	26. Communicate with administration effectively.	DME Orientation session / Role play	Cranio-facial	2	MCQs/ OSPE
Communicate as a peer-teacher	Recognizing the limits of one's knowledge and skills; and to ensure the accuracy of teaching content delivered	27. Communicate with peer and teachers with respect.	Lecture / SGD			
	Evaluating the quality of teaching	Understanding of methods to evaluate the effectiveness and quality of teaching.				
Confidentiality	Confidentiality of colleague and patients. Appropriate use of social	28. Ensuring confidentiality	Lecture/Role play / SGD	Cervico-facial	1	MCQs/ OSPE
Communicate with media and press	Use of social media/blogs for communication Communicating with	29. Understanding of who should 30. give information to the media and press and what form it should take, including the need to maintain confidentiality where individual	Lecture/ SGD / Role Play	Cardio-pulmonary	1	Continuous MCQs/ OSPE

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Leadership and Management

Introduction	Definition of a leader & manager Differences between leadership and management	31. Differentiate between leadership and management.	Lecture/ SGD	Blood	1	MCQ, SAQ MCQs/ OSPE
Self-management skills	What is self-management? Its importance. Self-management Mechanisms	32. Demonstrate self-management skills	Task/ SGD	GIT & UGS	2	
	Attributes and style of leadership	33. Describe different attributes and styles of leader in their own cultural context.	Lecture/ SGD			

Ethics

Ethical principles	Ethical principles. (Autonomy, Beneficence, Non-maleficence, Justice)	34. Explain the pillars of medical ethics and their application in different situations.	Lecture/ SGD	Cranio-facial	1	MCQs/ OSPE
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